



NATIONAL ASSOCIATION FOR STATE COMMUNITY SERVICES PROGRAMS

Doing What Works: Performance Targeting

Wednesday, 9/14/2016 1:30pm-3:15pm

Lauren Cook, CSBG Team Lead

Learning Objectives

1. Participants will use the ROMA cycle to improve their targeting skills.
2. Participants will gain an understanding of the process to set targets.
3. Participants will learn how targeting is both a part of program planning and program evaluation.

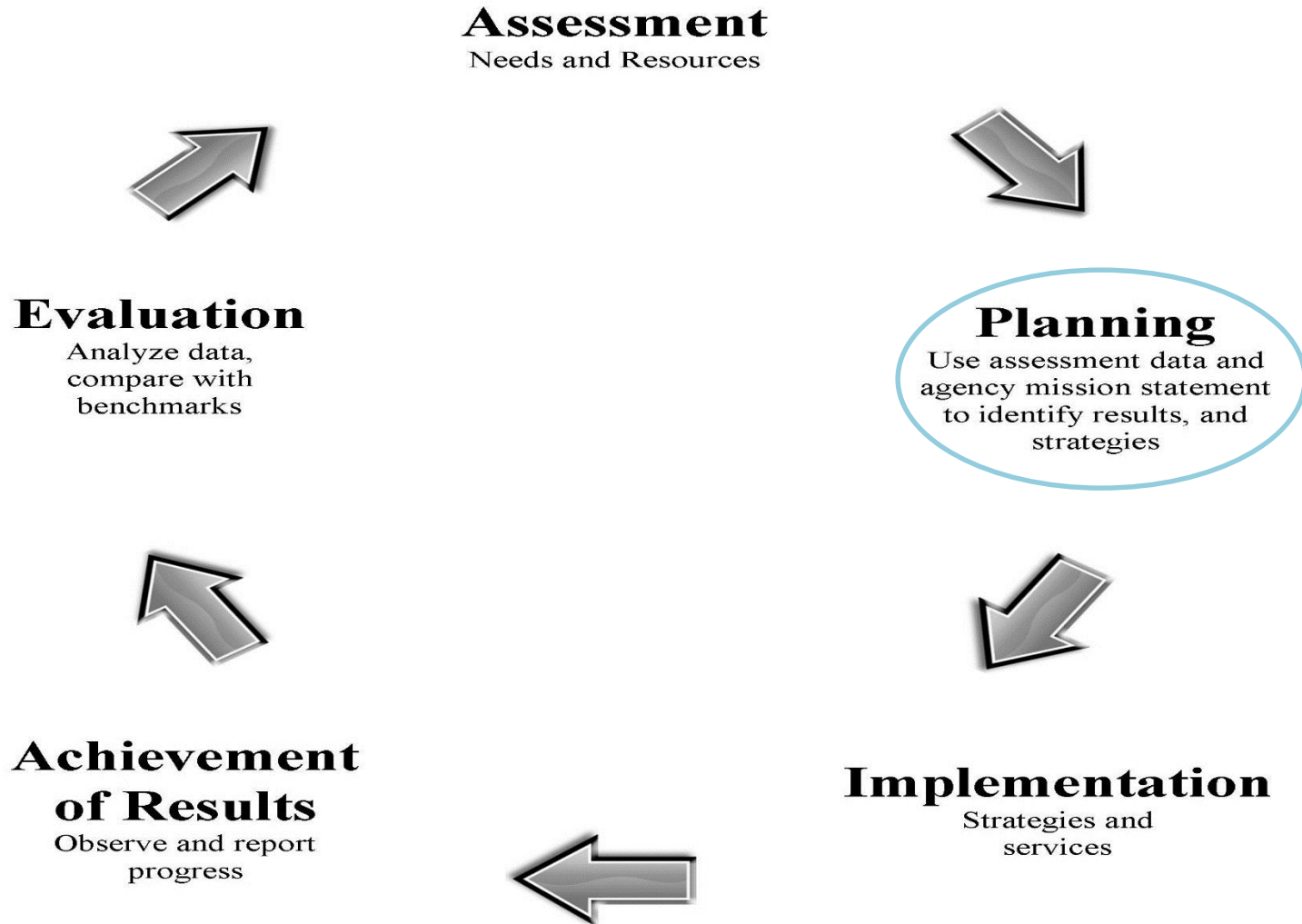
Management Based on Data

You can't "manage" performance if you can't define and measure it.

Our expectations for outcomes must be based on who is served and the needs in the community.

- first collect appropriate data
- organize the data into useful reports for management
- enable agencies to more effectively connect people and distressed communities with the services needed to achieve specific outcomes.
- Identify actions to take to improve or strengthen outcomes

The Results Oriented Management and Accountability Cycle



Thinking Through The Cycle

- What do we want to achieve? **A goal.**
 - Goals are stated in broad, general terms. In the Community Action/CSBG Network we have Six National Goals that shape all of our discussions about the results we achieve.
- How will we try to reach the goal? We will implement **activities and strategies** (services, advocacy, partnerships, etc.).

Thinking Through The Cycle

- How will we know if we reached the goal? By looking at indicators of the results (often called the “outcomes”) of our activities.
- How large of an effect will these results have on our community? We need to quantify the result we hope that an indicator will show us. That figure will answer questions such as:
 - How much? How many? What percent of those needing or receiving service are expected to achieve the result? The answer we aim for is a target.

Targeting Starts in the Planning Phase!

- The GPRA legislation (Government Performance and Results Act of 1993/ Modernization Act of 2010) refers to “**performance plans**” and “**performance goals**,” which both relate to the concept of planning for specific results.
- This references two kinds of targets: the number of people who are expected to be served and the number of people (of those served) who are expected to achieve an outcome.
- These targets are identified in planning so they can be assessed in the evaluation phase.

Understanding Terminology

- How will we know if we reached the goal? By looking at **indicators of the results** (often called the “outcomes”) of our activities.
- A target demonstrates your expectation about your capacity to deliver results. The process for establishing targets also tests your ability to be realistic about what you expect to achieve.
- Realistic targets are based on benchmarks, sub goals, and interim indicators.

How Targeting Fits into Our Everyday Work

- Targets put the results that indicators measure into the perspective of your resources and capabilities.
- Targets tie national, state, or agency indicators to the scale and timing of the specific program you run in a specified time period.
- A target says: We can achieve the results our indicator measures for x (people, households, neighborhoods, etc.) in y months. The “x” and “y” are targets.

Matters of Emphasis

The NPIs collect outcome data on ALL of the agency's activities (not just CSBG-funded activities).

- IM 49: *“OCS has concluded that it is both necessary and appropriate to apply ROMA concepts **to the work of community action**, not CSBG alone.”*

Measurement: What? When? How?

What to Measure: Kinds of Indicators

- Which kinds of indicators will show us whether we are having the effect that we want to have?
 - Process indicators – provide evidence of whether the program unfolded according to plan
 - Service delivery indicators – provide straightforward information about what a program is providing. How much? How many? How often? These are the kinds of questions we can answer with service delivery indicators
 - Impact indicators – provide evidence of whether the program had the impact (achieved outcomes or results) it was intended to have

What to Measure

- This data will answer questions such as:
 - *How many people were served?*
 - *How much service did they get?*
 - *What percent of those needing or receiving service achieved the expected result?*
 - *What effect will these results have on the families we serve? On our community?*

When to Measure

- Impact indicators and targets will be measured at the end of the program's final goal.
- It is helpful to have “interim” indicators and targets that will keep your program moving forward as projected. These interim measures may be of process or service indicators.

How to Measure

- For each type of indicator you select, you must also identify a measurement tool that you will use.
- You should also identify the process for measurement:
 - Who will be responsible for data collection?
 - What is the process for measurement?
 - Who will conduct the analysis of data?

Logic Models

- Logic Models are an important component in the targeting process as they incorporate integral data points:
 - Planning
 - Intervention
 - Impact
 - Accountability

Organization/Program _____			Level: __ family __ agency __ community		
Need	Service or Activity <i>Include who will be served, how many people/units of service and time frame.</i>	Outcome	Indicator <i>Of those who will be served, how many will achieve the outcome in the time frame.</i>	Evidence The tool that will be used to measure and document success.	Data collection processes and personnel
Individuals in the community have no HS diploma or GED.	100 students will enroll in a year long GED test preparation course.	Students obtain a GED.	40 of 100 or 40% will complete the prep course. 40 of 100 or 40% will obtain a GED.	Attendance log. GED test scores.	Program attendance is logged during every class. GED test scores are logged by staff.
Mission Statement: <i>Note: the “Actual Results” column is missing from this graphic. Once service is delivered, actual results must be compared with projected results.</i>					

How to Set Targets

- It is important for you to include the concept of setting targets as a part of the ROMA process.
 - This begins with your community needs assessment, followed by a consensus among your stakeholders on your agency's overall goals.
- Goals, outcomes, indicators, benchmarks, and targets will help you measure your impact. Let's take a look at how we move from a broad goal to establishing targets.

Broad Goals and Sub-goals

- **Goal:** Low-income people become self sufficient (Goal 1)
- **Sub-Goal:** Unemployed Low-income participants in Community Action employment initiatives get a job (National Performance Indicator 1.1)

Benchmark

- **Benchmark 1:** Never-employed adult customers will acquire marketable skills that will enable them to earn a living wage.
- **Benchmark 2:** Participants will demonstrate ability to fit comfortably into a workplace environment.

Outcome

- Participants will acquire a living-wage job.

Outcome

- **Activities that will bring about this outcome:**
 - Résumé-writing workshop
 - Job-search training in the CAP's computer lab
 - Training in how to prepare for a job interview and how to follow up afterward
 - Placement in a temp-to-perm job with one of the program's employer-partners

Target

- **Target:** ____ out of ____ (____%) will acquire a living wage job.

Why do I need these numbers?

- In multiple-component programs, you need a multi-part picture of results.
- Predicting your success at reaching a broad goal is the same as “setting a target,” which means making a commitment to aim for the target.
- Your success at reaching a broad goal can be better managed when you specify what program steps’ outcomes will move participants toward the goal.

Trend Analysis

Using Scales and Matrices

- If your agency/state has established scales, with agreed upon benchmarks, then progress toward a goal can be tracked.
- Initial visit establishes placement on the scale (or the group of scales known as a matrix)
- Follow up establishes movement to show progress (or lack of progress)

A Scale

Thriving	<i>Best Case (10)</i>
Safe	
Stable	
<i>Prevention line</i>	
Vulnerable	
In Crisis	<i>Worst Case (0)</i>

A Matrix

<i>Status</i>	Domain	Domain	Domain
Thriving			
Safe			
Stable			
Prevention line			
Vulnerable			
In Crisis			

Sample Family Development Matrix – Three Assessments

Domains	Income	Employment	Housing	Education	Transportation	Childcare
Benchmarks						
Thriving (9-10)	> 200% of poverty adjusted for family size. (10)	Full-time work above minimum wage with employer-provided benefits. (10)	Home Ownership (10A) Condominium Ownership (10B) Co-Op Home Ownership (10C) Non-subsidized rental housing (10D)	Post-Secondary degree: masters or doctorate. (10) Post-Secondary degree: bachelors, associates (9)	Family members always have transportation needs met through public transportation, a car, or a regular ride. (10)	Child enrolled in unsubsidized, licensed childcare setting of own choice. (10)
Safe (7-8)	Between 176%-200% of poverty adjusted for family size. (8)	Full-time work above minimum wage without employer benefits. (8)	Safe and secure non-subsidized housing, <u>choices limited</u> due to moderate income, homeowner. (8A) Safe and secure non-subsidized housing, <u>choices limited</u> due to moderate income, renter. (8B)	Post high school vocational education, non-college business, or technical or professional training, or some college credits. (8)	Family members have <u>most</u> transportation needs met through public transportation, a car, or a regular ride. (8)	Child enrolled in licensed, subsidized child care of own choice. (8) <u>Child enrolled in licensed, subsidized childcare, limited choice. (7)</u>
Stable (5-6)	Between 126%-175% of poverty adjusted for family size. (6)	Full-time work at minimum wage with employer-provided benefits. (6) Full-time work at minimum wage without employer provided-benefits (5)	Safe and secure <u>subsidized</u> Section 8 housing. (6A) Safe and secure <u>subsidized</u> rental apartment. (6B) Safe and secure <u>subsidized</u> public housing. (6C)	High school diploma or G.E.D. (6)	Family members have <u>some</u> transportation needs met through public transportation, a car, or a regular ride. (6)	Child provided childcare by family member or friend. (6) <u>Child provided childcare by various caregivers (5)</u>
Vulnerable (3-4)	Between 100%-125% of poverty adjusted for family size. (4)	Part-time employment with benefits. (4) Part-time employment without benefits. (3)	Safe and secure <u>transitional</u> housing. (4) <u>Unaffordable</u> home (3A) <u>Unaffordable</u> non-subsidized rental (3B) <u>Unaffordable</u> subsidized rental (3C) Temporary shelter (3D)	Reading, writing, and basic math skills present, no high school diploma or G.E.D. (4)	Family members rarely have transportation needs met through public transportation, a car, or a regular ride. (3)	Child on waiting list for enrollment in childcare. (3)
In-Crisis (0-2)	Between 50%-100% of poverty (by family size.) (2) Between 0% - 49% of poverty (by family size) 0	Unemployed with work history and skills. (2) Unemployed without work history or skills(0)	Living with relatives (2) <u>Substandard</u> or <u>unsafe</u> housing (1) Homeless (0)	Reading, writing, and basic math skills absent. (0)	Family members do not have public transportation, a car, or regular ride. (0)	Child not enrolled in childcare. (2) Child enrolled in unregulated or unlicensed childcare facility. (0)

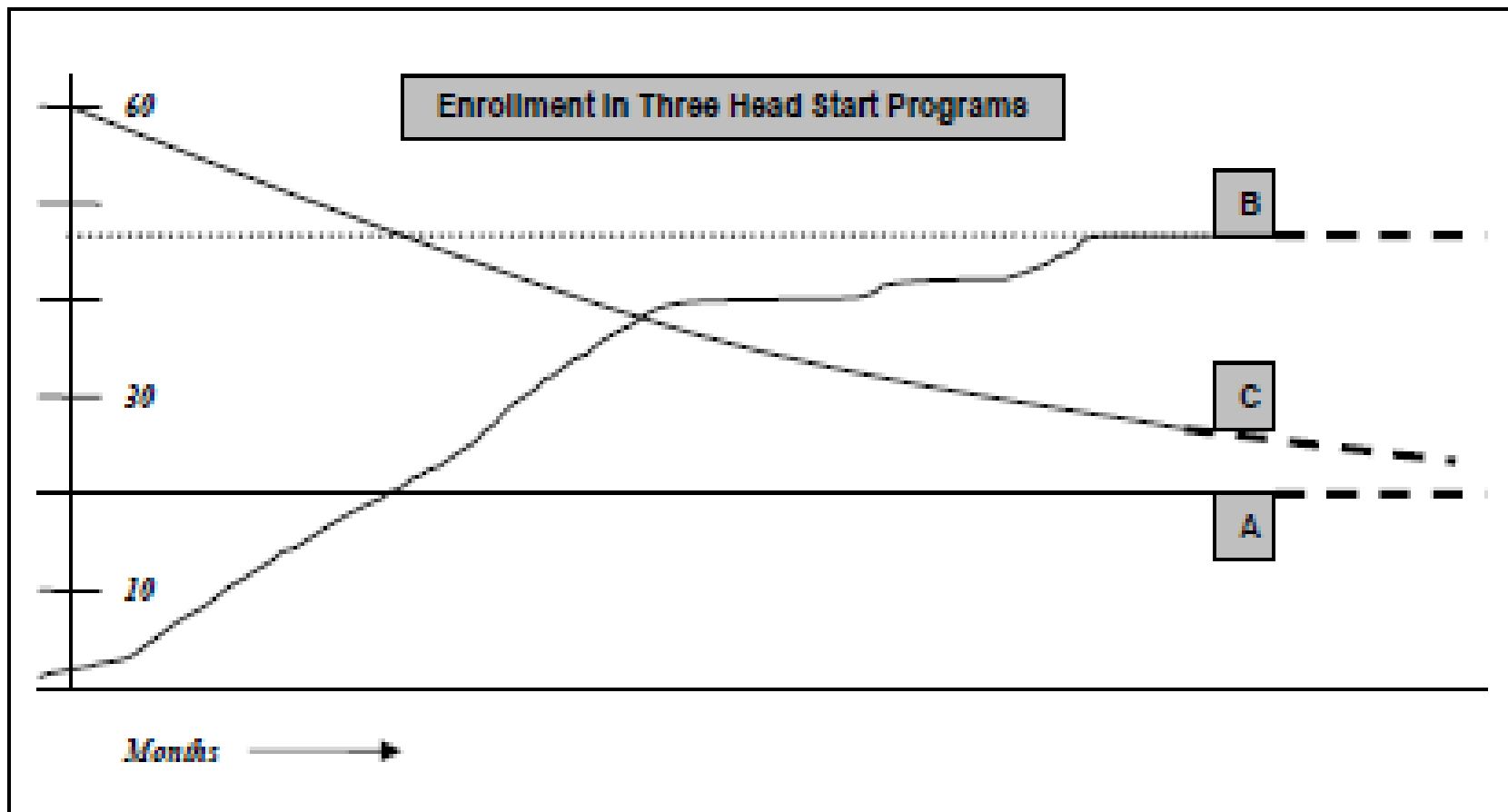
Chart It – Then Analyze It

- It is up to you to analyze the data that you get from using scales and matrices.
- What is the connection between domains, or among all of them?
- Can you aggregate the data from many participants to find out the progress (or lack of progress) of the group?

Using Data to Identify a Trend

- What happens when you want to know more about the outcomes of a program that your agency has provided for awhile, and you find that there is **not much data available** – that is: you have not been collecting or documenting it routinely.
- If you find this is true, then you will have to look at other program data and identify what you need to know. Then you will have to establish systems to collect the necessary data.

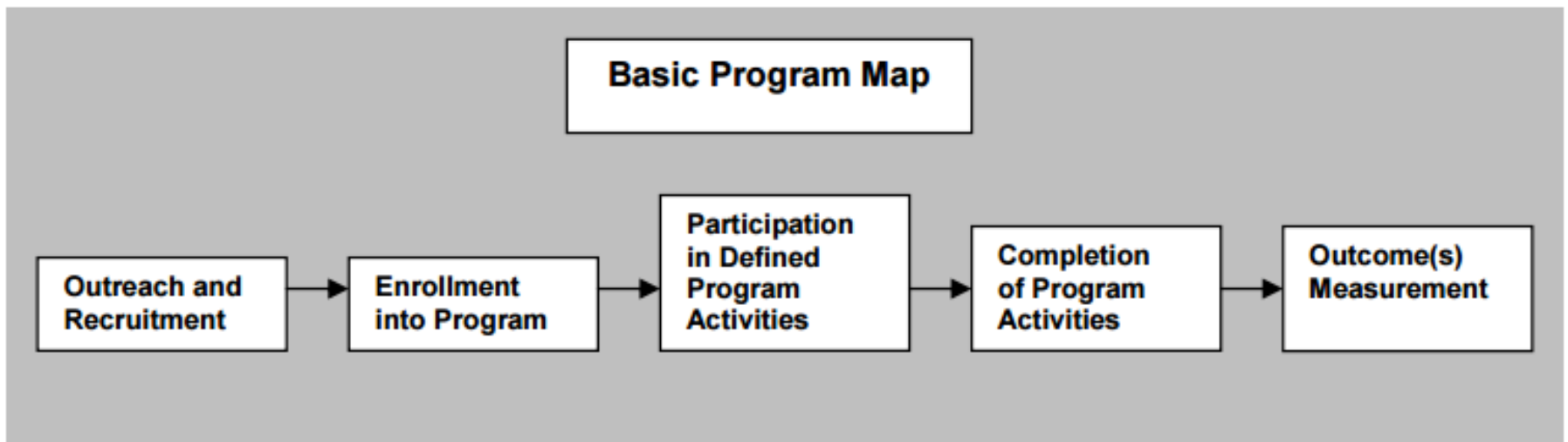
Establishing a Trend Line



Mapping Program Steps as an Aid to Setting Targets

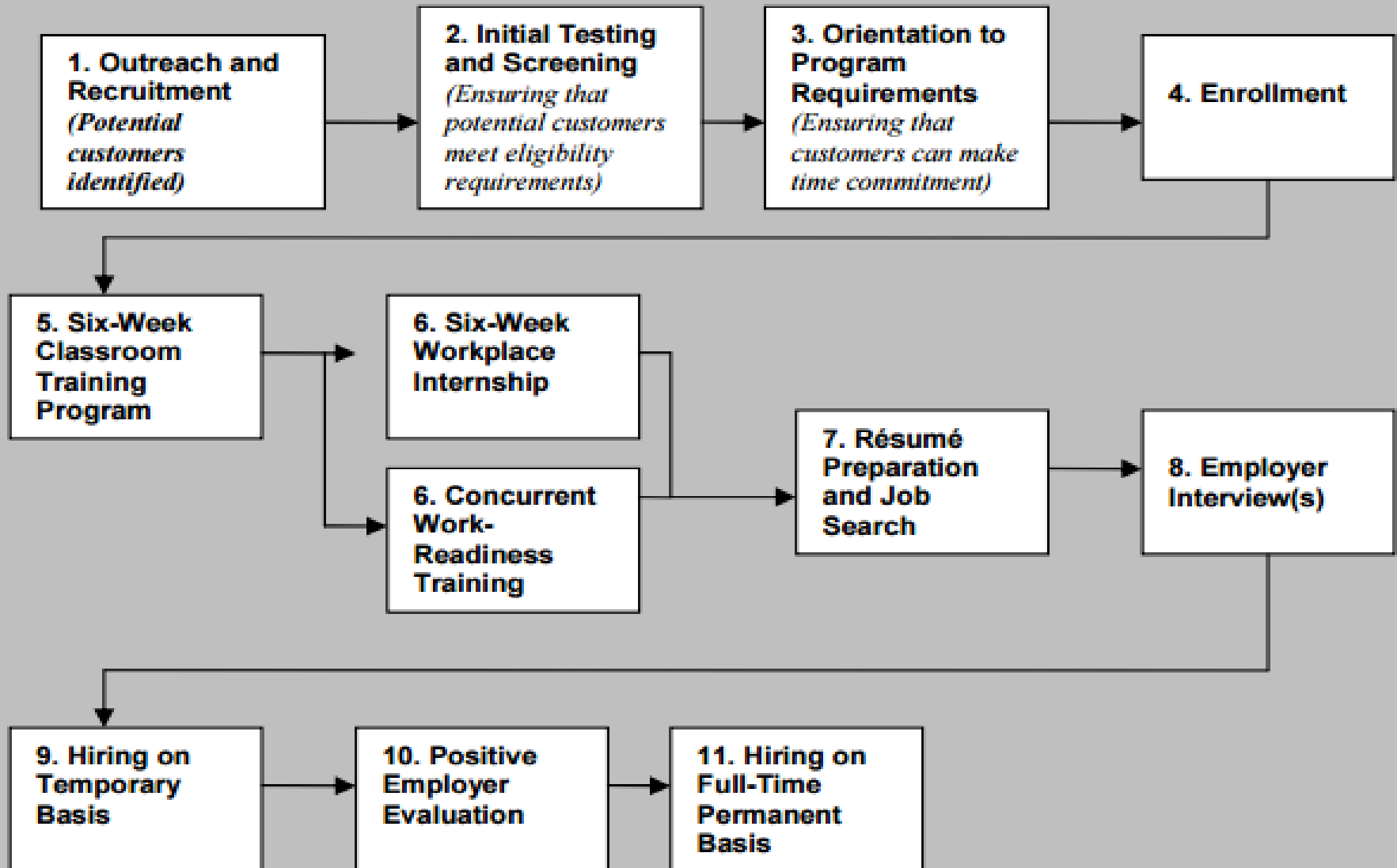
- If you:
 - Identify the general process which leads to the projected final result and
 - Break the process into discrete steps, with activities listed in sequence,
- You can:
 - Find measurable outcomes associated with each step and
 - Establish an indicator of each outcome.

Mapping Program Steps as an Aid to Setting Targets



Estimating Attrition

Map of an Employment Program



Other Tools

- The “best” on-paper tools are the ones that are the most useful to your team!
- Any tool that works well for you is a tool that you should use.

New Program? Don't reinvent the wheel

- If you know of a program in another community or another state that is highly similar to the program that you are implementing, and if the other program's outcome indicators are similar to the ones that you plan to use, it may be practical to look at that program's data to identify trends.
 - *Once you have completed a program year, and want to evaluate your performance, you can then compare your program to the other program's data.*
- Talk to experts, or examine research and results from similar programs

How to target for single or short term services?

- There are programs that an agency provides that are designed to meet an immediate need or crisis situation.
- There is no change in status expected.
- The recipient of service will still be facing all of the needs, but this one area will not be in-crisis any longer (or at least for a certain period).
- In this case you can only target the number to be served, unless you have a system to do follow up.

Modifying Your Target

Learning from the Review

- It may be tempting to see target review as a simple yes-or-no question (Did we meet the target?)
- The second step is to seek answers to the question, “Why?”
 - Why did you meet the target or miss it?

Data Review Questions

- What went well?
- What would you do differently?
- What changes have been made based on your program data?
- Are your outcomes matching what your needs assessment identified?
- What questions can I ask to make the data more meaningful?
- How did this data change from last year (and why?)

A CASE STUDY FROM ADULT EDUCATION

- **After cuts to a local GED preparation program, CAA decides to meet the need with their own class.**
 - First year: 100 students are enrolled
 - Target: 40 graduates (based on internet research)
 - Actual Results: 13 Graduates
- **How is this information used to improve the program and targeting accuracy?**
 - What questions need to be answered?
 - Who will be asked?
 - How will they be asked?

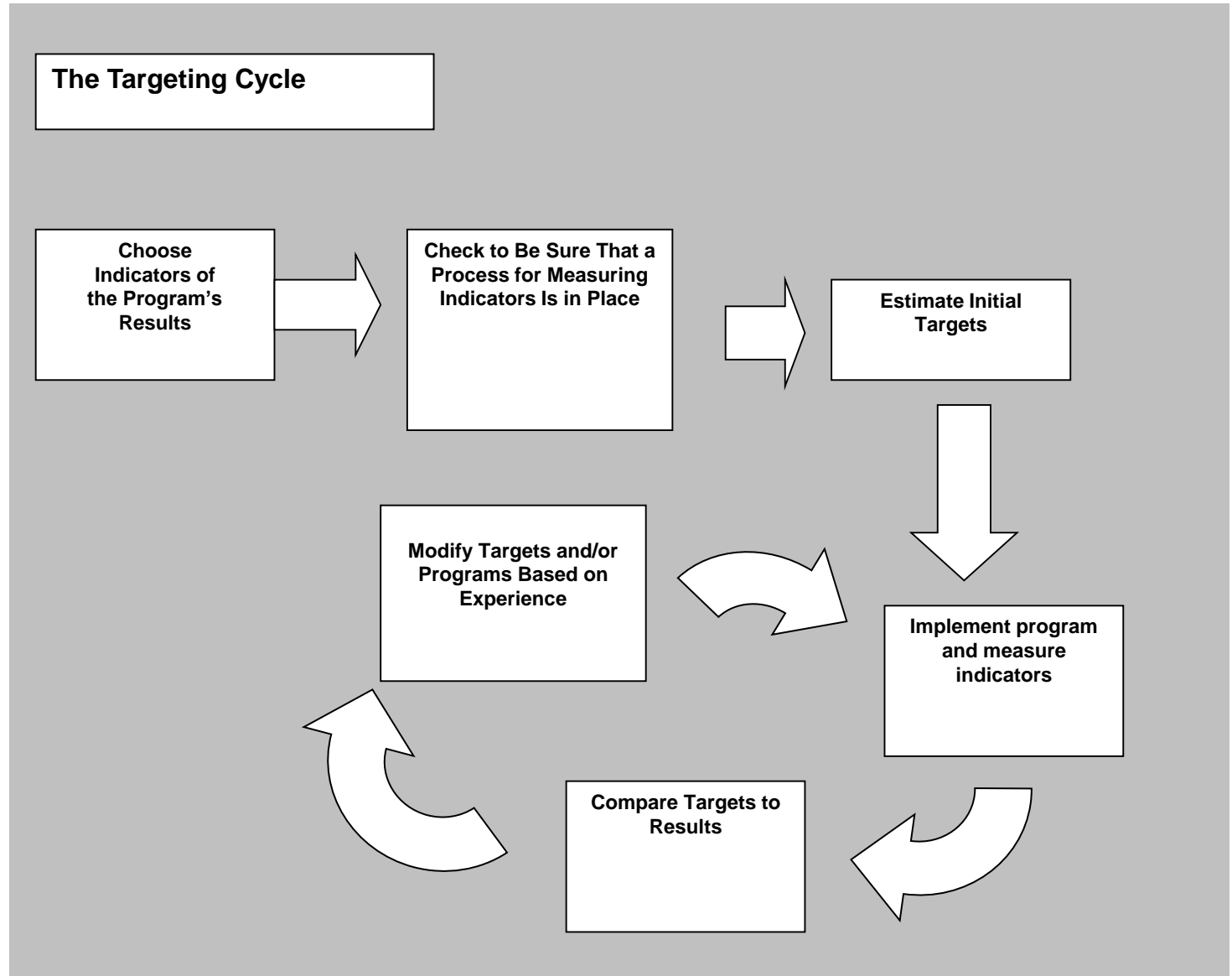
A CASE STUDY FROM ADULT EDUCATION

- How CAA responded, using targeting to improve the program:
 - Talked to director of past GED program
 - Phone interviews with participants who dropped out before graduation
 - Asked how the program could better serve students' needs.
- CAA found out:
 - Students felt course progressed slowly
 - Timing was inconvenient for those working night shifts

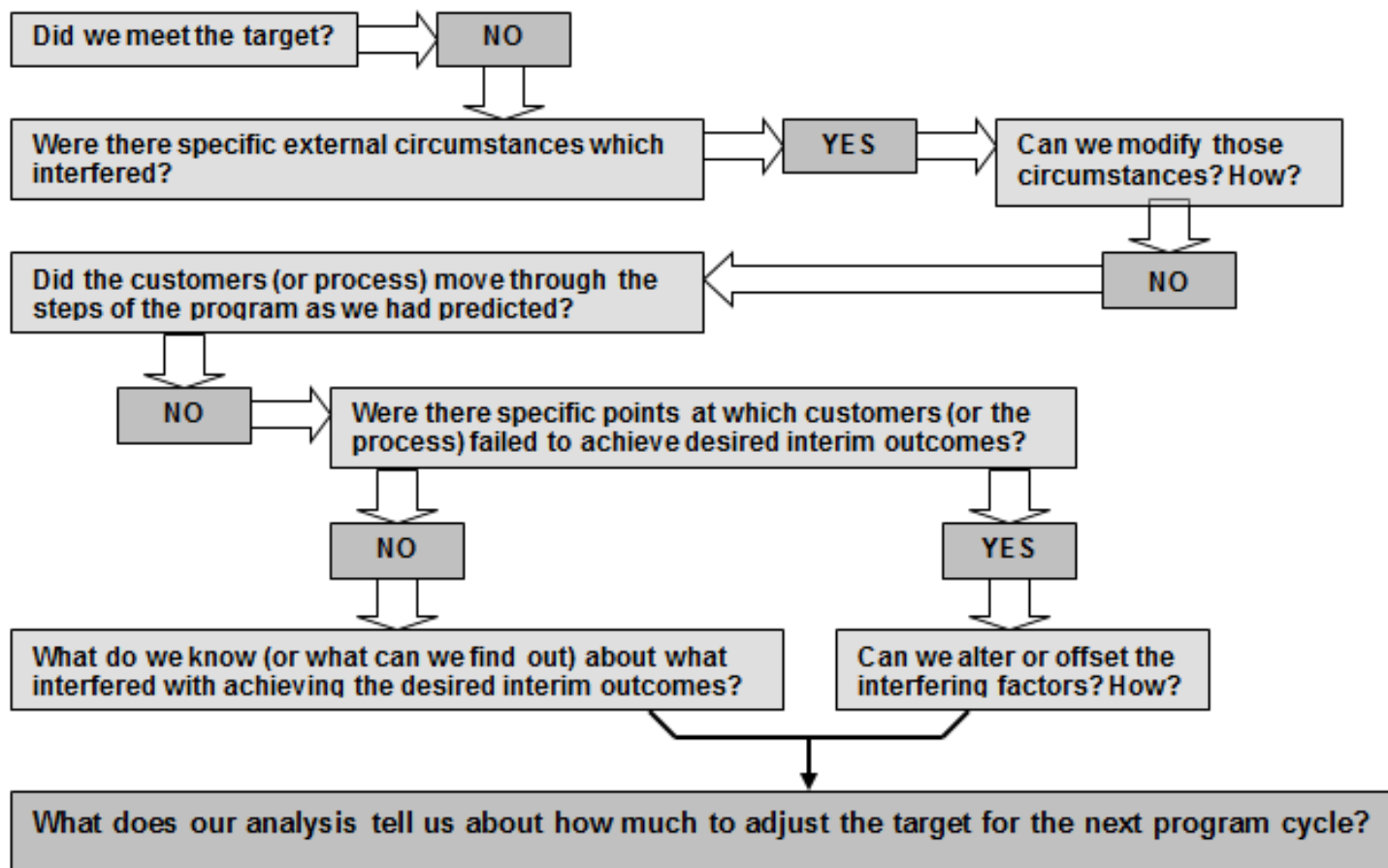
A CASE STUDY FROM ADULT EDUCATION

- **Using this information CAA:**
 - Revised their system of giving feedback to students
 - Established intermediate “certificates of accomplishments” as markers of progress through the course
 - Created personalized plans at enrollment to give students an estimated graduation timeline
 - Adjusted the times classes were offered.
- **Based on these program changes, CAA concluded that the target of 40 graduates was achievable and kept it as the target for Year 2.**

Target-Setting Is Not A One-Time Task



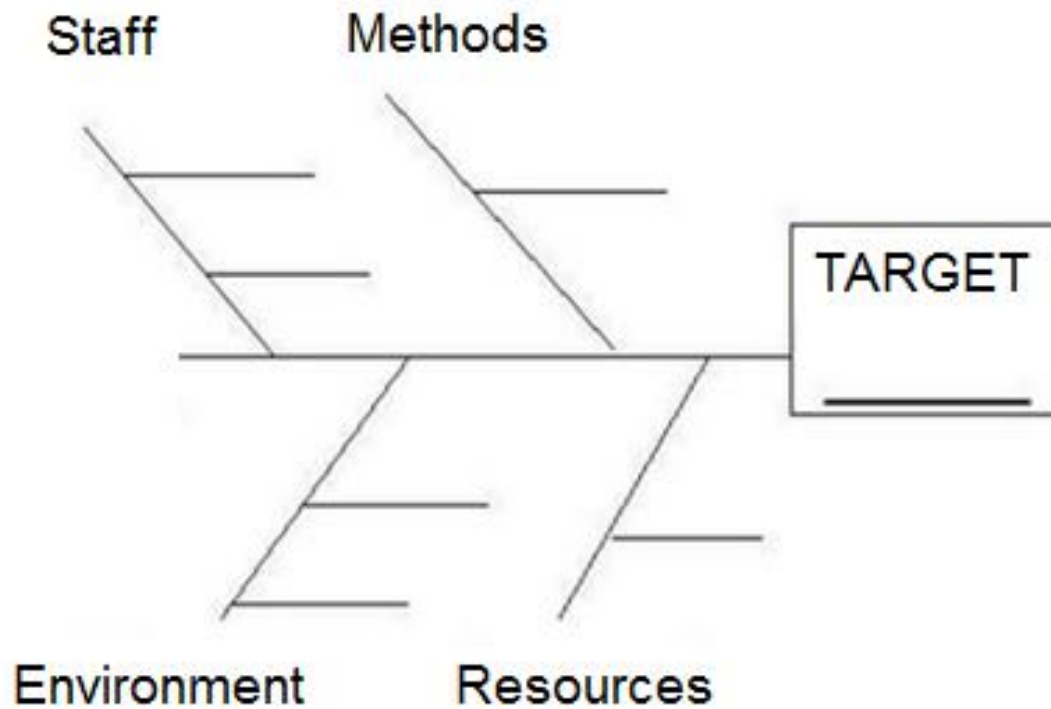
Flow Chart for Targeting Review



When Answers Are Difficult to Find

- Whether your program's results exceeded, met, or fell short of your target, understanding the mismatch between targets and results is not always easy. A helpful tool might be a fishbone diagram
- It provides a way to visualize various factors involved in a process and the way in which those factors influenced outcomes.

Sample Fishbone Diagram



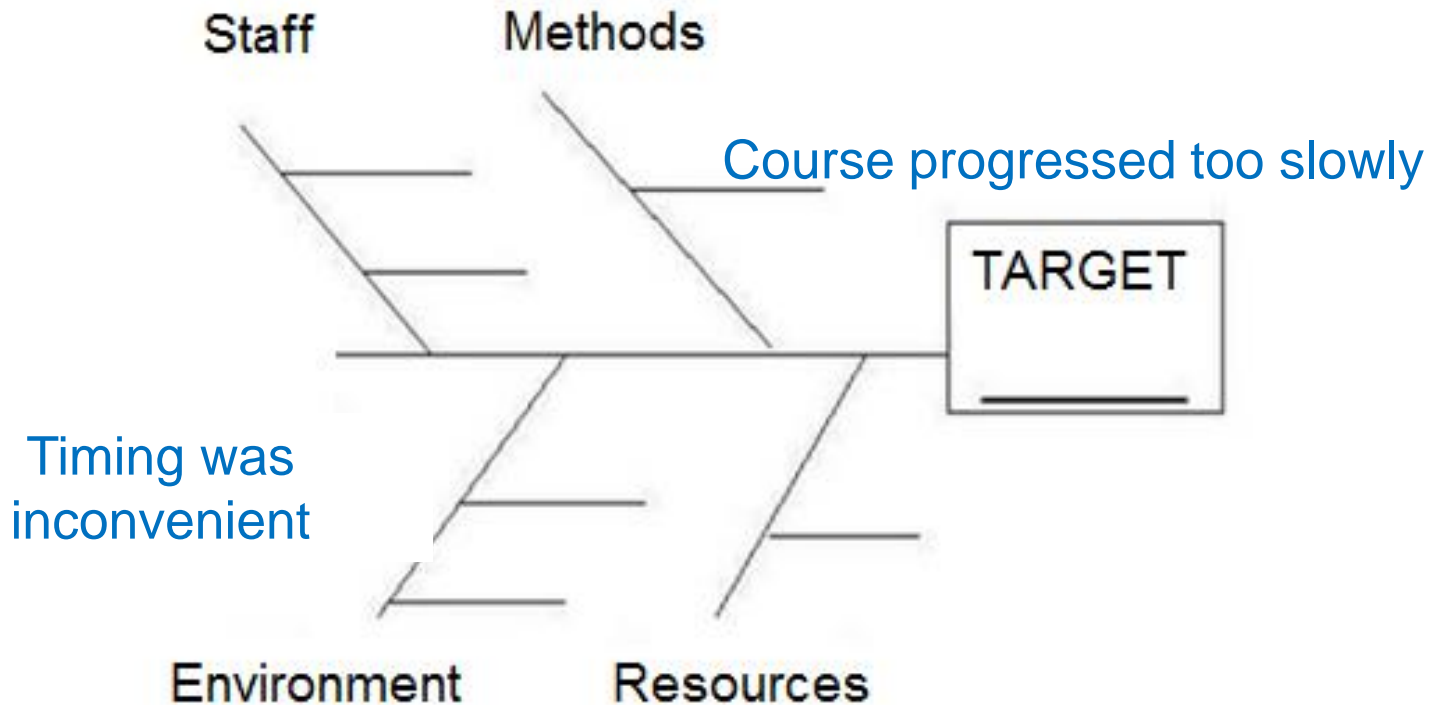
Fishbone Diagram

- ❑ How and to what extent did the following elements affect the Adult Ed program and its outcome?
 - Staff
 - Methods
 - Resources
 - Environment

RECAP: CASE STUDY FROM ADULT ED

- How CAA responded, using targeting to improve the program:
 - Talked to director of past GED program
 - Phone interviews with participants who dropped out before graduation
 - Asked how the program could better serve students' needs.
- CAA found out:
 - Students felt course progressed slowly
 - Timing was inconvenient for those working night shifts

Sample Fishbone Diagram



Modifying Your Target

- One-time events
- New Programs
- Short-term services vs Long term

Dealing with Wide Variations

- When analysis of the data shows quantities of participants (or service units) vary widely from one measurement period to the next, you may be able to see a contingent trend:
 - “If A occurs, our outcome will be B, but if Y occurs, our outcome will be Z.”

Dealing with the Complexity of Anti-Poverty Programs

- Poverty is an enormously complex issue. Reducing poverty, whether for a household or for a community, is difficult and requires a long-term effort on many levels.
- “Long term” effort means that you have to acknowledge challenges in data collection practices that may cover several years of service.
- Effort on “many levels” means that you will have to establish processes to gather data across different service delivery systems.

Dealing with the Complexity of Anti-Poverty Programs

- **Acknowledging long-range goals**
 - When long range goals cannot be achieved in a single year, an interim indicator should be established – and it should be as meaningful as possible in and of itself.
 - An interim indicator should show how successfully customers are moving toward the desired final outcome.
 - Sometimes an interim indicator should be chosen because it relates to a goal in a way that is unambiguously apparent to all stakeholders.

Dealing with the Complexity of Anti-Poverty Programs

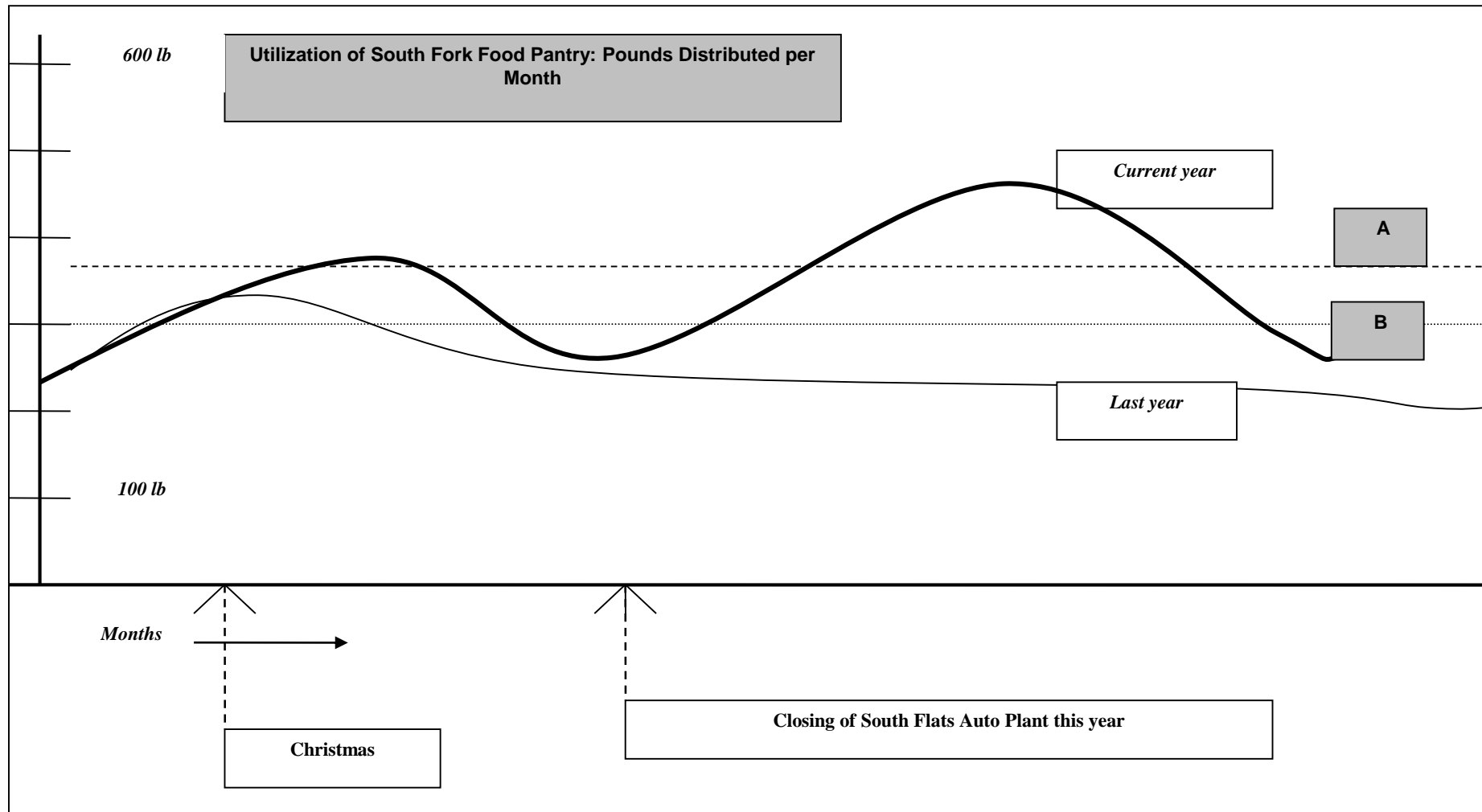
- **Acknowledging that some goals depend on the activities of many programs working together**
 - Operationally distinct programs can contribute to meeting one or more poverty reduction targets.
 - Each separate program has its own internal targets, but they also share targets related to the long-term goal of family self-sufficiency.

Dealing with the Impact of One-Time Events

What happens to the annual data?

- When you have large events only once a year
 - Such events could be special programs at the Thanksgiving/Christmas holiday season
- Events at specific times of year
 - Fuel programs that peak in winter months, or summer programs for school children.

Dealing with Impact of One-Time Events



Target Review: A Dynamic Process

- In a new program, the initial target may be unrealistic /unreachable despite your best efforts to set an accurate target.
- The experience of program implementation may tell you that you need to modify the target either upward or downward.
- Even if a program's results match the original targets exactly, the targets should be reviewed and changes considered as the program further matures.

DATA ANALYSIS/ EVALUATION (CAAs)



Which individuals achieved particular outcomes?

Which NPIs did the agency meet? Not meet?

What services were most used by individuals achieving the outcomes? What specific mix of services was most used by individuals achieving the outcomes?

What services were most used by individuals not achieving the outcomes? Did the individuals not achieving the expected outcomes use different services? Not use specific services?

What can we surmise about what services are most effective for achieving the expected outcomes?

How well did we deliver services?
(Timeliness, Accuracy, Cost, Client Satisfaction)

What changes should we make to our Service Model? What do more of, less of? Any services to stop delivering? Any services to deliver differently? Any services to add? Do we need to improve how we deliver services?

What was unexpected?

Can You Compare Your Data?

- Program data from year to year
 - Quantity of service, outcome, cost of program
- Your program with other similar ones
 - What outcomes do other agencies who do this service achieve?
 - Are our populations similar?
 - How might differences in population impact differences in outcomes?
- Your program with national trends

Benefits of Analyzing Data

- Stakeholders know if they are investing in a high performing organization that executes against its goals.
- Management (and you!) will know what or where changes are needed in program implementation.
- Improves decision making.
- Moves focus to results and the value created by the organization and opens up conversation about the best means to achieve the desired results.

Questions?

PS: Check out our Performance Targeting Field Manual and associated trainer's guide at <http://nascsp.org/CSBG/704/Resources-and-Recordings.aspx?iHt=12>